

THE PHOENIX CENTER

1342 Hotel Street
Alcolu, SC 29001

GRADES 9-12 High School

ENROLLMENT 54 Students

PRINCIPAL Valeria Prince 803-505-6800

SUPERINTENDENT John E. Tindal 803-435-4435

BOARD CHAIR Ethel W. Sweat 803-435-4435

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of High Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
5	10	5	5	1

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

NO

This school met 1 out of 5 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	N/A	N/A	N/A
2002	N/A	N/A	N/A
2003	Excellent	N/A	No
2004	Average	Unsatisfactory	No

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

HIGH SCHOOL ASSESSMENT PROGRAM (HSAP) EXAM PASSAGE RATE: SECOND YEAR STUDENTS

	Our School			High Schools with Students Like Ours		
Percent	2004	2005	2006	2004	2005	2006
Passed 2 subtests	N/A	N/A	N/A	66.4	N/A	N/A
Passed 1 subtest	N/A	N/A	N/A	17.1	N/A	N/A
Passed no subtests	100.0	N/A	N/A	20.4	N/A	N/A

EXIT EXAM PASSAGE RATE BY SPRING 2004

	Our School	High Schools with Students Like Ours
Percent	100.0%	92.9%

ELIGIBILITY FOR LIFE SCHOLARSHIP

Percent of	Our School	High Schools with Students Like Ours
Seniors eligible for LIFE Scholarships at four-year institutions*	0.0	5.3
Seniors who met the SAT/ACT requirement	0.0	5.6
Seniors who met the grade point average	20.0	34.5

*Using only the SAT/ACT and grade point average requirements

GRADUATION RATE

	Our School	High Schools with Students Like Ours
Number of Students	9	153
Number of Diplomas	6	110
Rate	66.7%	72.8%

PERFORMANCE BY STUDENT GROUPS

	Exit Exam Passage Rate by Spring 2004		Eligibility for LIFE Scholarship		Graduation Rate		
	n	%	n	%	n	%	Met State Objective
All Students	6	100.0	20	0.0	9	66.7	YES
Gender							
Male	5	100.0	11	0.0	5	60.0	N/A
Female	1	I/S	9	0.0	4	I/S	N/A
Racial/Ethnic Group							
White	5	100.0	8	0.0	6	66.7	N/A
African-American	1	I/S	9	0.0	2	I/S	
Asian/Pacific Islander	0	N/A	1	I/S	1	I/S	N/A
Hispanic	0	N/A	0	N/A	0	N/A	N/A
American Indian/Alaskan	0	N/A	2	I/S	0	N/A	N/A
Racial/Ethnic Group							
Non disabled	6	100.0	20	0.0	9	66.7	N/A
Disabilities other than speech	0	N/A	0	N/A	0	N/A	N/A
Migrant Status							
Migrant	0	N/A	0	N/A	0	N/A	N/A
Non-migrant	5	100.0	20	0.0	N/A	N/A	N/A
English Proficiency							
Limited English Proficient	0	N/A	0	N/A	0	N/A	N/A
Non-Limited English Proficient	6	100.0	20	0.0	4	I/S	N/A
Socio-Economic Status							
Subsidized meals	2	I/S	13	0.0	4	I/S	N/A
Full-pay meals	4	I/S	7	0.0	5	40.0	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

HSAP PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 33.3%									
All Students	6	33.3	100.0	N/A	N/A	N/A	N/A	NO	NO
Gender									
Male	1	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A
Female	5	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A
Racial/Ethnic Group									
White	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African-American	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	6	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A
Disabled	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Migrant Status									
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	6	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A
English Proficiency									
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A
Socio-Economic Status									
Subsidized meals	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Full-pay meals	4	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A
Mathematics - State Performance Objective = 30.0%									
All Students	6	33.3	100.0	N/A	N/A	N/A	N/A	NO	NO
Gender									
Male	1	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A
Female	5	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A
Racial/Ethnic Group									
White	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African-American	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	6	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A
Disabled	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Migrant Status									
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	6	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A
English Proficiency									
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A
Socio-Economic Status									
Subsidized meals	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Full-pay meals	4	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SCHOOL PROFILE

	Our School	Change from Last Year	High Schools with Students Like Ours	Median High School
Students (n= 54)				
Retention rate	10.3%	Down from 18.6%	10.4%	9.1%
Attendance rate	96.3%	Up from 93.7%	95.9%	96.0%
Eligible for gifted and talented	0.0%	No change	3.6%	5.8%
With disabilities other than speech	0.0%	No change	14.0%	12.7%
Older than usual for grade	35.2%	Up from 27.3%	12.7%	9.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	5.6%	Down from 6.0%	2.0%	1.6%
Enrolled in AP/IB programs	0.0%	No change	5.8%	10.2%
Successful on AP/IB exams	N/AV		47.2%	53.8%
Annual dropout rate	0.0%	No change	2.9%	2.7%
Career/technology students in co-curricular organizations	N/A	N/A	4.1%	3.6%
Enrollment in career/technology center courses	N/A	N/A	414	466
Students participating in worked-based experiences	N/A	N/A	26.9%	25.7%
Career/technology students mastering core competencies	N/A	N/A	74.1%	77.7%
Career/technology completers placed	N/A	N/A	100.0%	99.3%
Teachers (n=)				
Teachers with advanced degrees	N/A	N/A	47.1%	52.0%
Continuing contract teachers	N/A	N/A	79.4%	82.1%
Highly qualified teachers**	N/A	N/A	87.2%	89.5%
Teachers with emergency or provisional certificates	N/A		12.5%	8.6%
Teachers returning from previous year	N/A	N/A	82.2%	86.2%
Teacher attendance rate	97.8%	Up from 97.1%	95.2%	95.3%
Average teacher salary	I/S	I/S	\$39,201	\$41,060
Prof. development days/teacher	5.0 days	No change	10.8 days	10.6 days
School				
Principal's years at school	0.0	Down from 4.0	2.0	3.0
Student-teacher ratio in core subjects	11.0 to 1	Down from 15.7 to 1	24.5 to 1	26.4 to 1
Prime instructional time	93.8%	Down from 95.2%	90.0%	90.0%
Dollars spent per pupil*	\$5,527	Up 30.0%	\$6,773	\$6,310
Percent of expenditures for teacher salaries*	68.0%	Down from 83.5%	55.5%	57.9%
Opportunities in the arts	Poor	No change	Good	Excellent
Parents attending conferences	71.3%	Down from 77.9%	86.7%	89.3%
SACS accreditation	No	No change	Yes	Yes
Character development program	Good	N/A	Average	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	N/A	92.0%
Highly qualified teachers in high poverty schools**	91.7%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Our mission at the Phoenix Center is to serve students who are divergent learners. Often these students have a history of academic failure and behavioral problems in the traditional classroom. They are very school resistant youth who require trusting relationships and a supportive environment before they can begin to learn. Finding appropriate teachers for this hard-to-serve population is difficult; they must have a proven record of patience and empathy for this category of students. Retired teachers, who want to work part-time, have been valuable assets to us. They often fit our teacher criteria and bring with them the knowledge of modified behaviors through peer mediation and problem solving exercises. We want our students to be job-ready and to possess life skills. Community businesses and agencies are enlisted to help them, and we have often used the services of DHEC, DSS, Mental Health, and Alcohol and Drug Abuse for assistance and counseling. Our students are allowed to attend F.E. Dubose Career Center, where they are placed in vocational areas and with instructors who will help them experiences success. Divergent students prefer learning that is relevant, so we continue to develop and field test a curriculum which incorporates state standards with the local environment and its people: swamps, farmland, and the Santee Cooper lake system sometimes become our texts for Language Arts, Math, Social Studies, and Science. Even our Physical Education course is designed to help students acquire skills for lifetime leisure sports such as golf, tennis, and swimming. The charter school experience for all of us, teachers and students alike, is a growth opportunity: we are collectively honing our skills and broadening our futures.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	3	0	3
Percent satisfied with learning environment	I/S	N/R	I/S
Percent satisfied with social and physical environment	I/S	N/R	I/S
Percent satisfied with home-school relations	I/S	N/R	I/S

*Only eleventh grade students and their parents were included. For schools without grade 11, only the highest grade was included.